

Art Learning for Children as a Social Emotional Learning Program

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Abstract

Attitude is an aspect that needs attention because it is a polemic problem in children today. This article aims to initiate the concept of art learning as a social emotional learning program. It can be said that art education has a further meaning than just a process of transferring knowledge and skills, but art education can be used as an effort to develop Emotional Intelligence (EQ) and Intellectual (IQ) this is because art education itself is based on mental (moral), analysis, and synthesis, besides that art is seen as having the essential value to touch one's emotional plain. Literature review is the method in this research with data collection techniques from keyword searches: (1) social emotional learning and (2) art learning for children through Google Scholar. The results of the study found that social emotional learning through art education is seen as something interesting and crucial to be studied and further formulated into a formulation, where the concepts of Art Learning and Social Emotional Learning are used as a foothold and then analyzed, and led to the finding that art learning can be used as a social emotional learning program to be able to improve the five domains of children's social emotional competence. This research has implications for children's social emotional development including awareness and appreciation skills as a form of affection that can be applied later in social life.

Keywords: *art education; social emotional learning; social-emotional competence.*

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Introduction

The problematic side of education lies in the character where the evaluation stage assessment reviewed through the Bloom domain prioritizes the attitude of students. The relevance of these problems can be harmonized with one of the learning approaches that must be developed by educators. Social emotional learning is one of the approaches to developing children's emotions in the affective domain. Children's social emotional abilities are directed towards a positive development program through children's interaction and exploration with the surrounding environment. This is expected to achieve social attitudes that have superior character in children.

Every human being certainly has challenges at every level of his life, including children. Each of these challenges can be stressors which has an effect on the emotional state of the child. "Various kinds of events experienced by children in their lives can be psychosocial stressors that can cause psychiatric disorders such as depression" (Anisman & Zackharko in Hapsari et al., 2021). To support children in facing each of these life challenges, children should have good

emotional competence. Current capabilities Social Emotional can be upgraded through a program known as SEL (Social Emotional Learning).

Social emotional learning (SEL) is the capacity to recognize and manage emotions, solve problems effectively, and build positive relationships with others, clear competencies are essential for all students (Zins & Elians in Sande et al., 2019). In addition, it is described on Collaborative For Academic Social And Emotional Learning (CASEL) that "Social and emotional competence involves students being able to identify feelings, manage behavior, build positive relationships, make responsible decisions, communicate effectively, resolve conflicts, set and achieve goals, and handle challenging situations constructively" (Casel, 2020). So, it can be interpreted Social Emotional Learning As a learning activity that emphasizes students the ability to communicate with others, monitor and manage cognitive processes, and control emotions and behavior.

Like research in general, this research has a special object that is in the spotlight, and the object is a child. Muri Yusuf in his book introduction to the science of education states that "Children are small human beings who are growing and developing both physically and mentally" (Yusuf in Asfuri, 2020). Of course, talking about children will also discuss their development, development in childhood takes place continuously and sequentially, Kartini Kartono divides the period of development and growth of children into 5 including, infancy, childhood, elementary school childhood, adolescence, and early puberty (Kartono in Syalsabila, 2021). Children's social-emotional behavior is influenced by the process of treatment, care or guidance from parents to children in introducing various aspects of social life, or the norms of community life and encouraging and giving examples to their children how to apply these norms in everyday life (Dewi et al., 2020).

This study focuses on childhood, namely the age of 1-5 years, because this age is known as the golden age which can be analogous to a patch of fertile land that is ready to be planted immediately. Maria Montessori, a well-known early childhood education figure, stated that in the age range of birth to 6 years children experience a golden age which is a time when children begin to be sensitive / sensitive to various stimuli (Uce, 2017). At this age there is a very amazing and best development throughout human life. Such amazing development includes physical and psychological development (Masganti, 2015). So that the right time to give basic concepts full of meaning from an early age so that later children can grow and reach their best emotional maturity when they grow up. One of the appropriate periods is the toddler period, which is related to the history of attachment, including the development of social signs among peers (Sukatin et al., 2020). In addition, Themed with the previous statement Montessori in Hermoyo (2015) Stating the golden years is a time when children begin to be sensitive to receive various stimuli.

The sensitive period is the time of maturity of physical and psychological functions, children are ready to respond to stimulation provided by the environment. The sensitive period in each child is different, along with the rate of growth and development of children individually. This period is also the first foundation for developing cognitive, language, motor-movement, and socio-emotional skills in early childhood. So as to know how competence Social Emotional Being able to be achieved by children is important. (Ghosh, 2015; Koul et al., 2018; Marchesi & Cook, 2012) explain Social Emotional Can be achieved through an effective learning process, the learning environment is crucial and has an impact on the performance and behavior of students. It is also tailored to the child's exploration of opportunities to learn so that the child has a solid foundation for the development of healthier social-emotional competencies to face more complicated developmental stages in the future. (Anzani & Insan, 2020).

In connection with this, two parallel lines can be drawn between the processes Social Emotional and the learning system in Indonesia that both have goals related to achieving student maturity in behaving and managing emotions. It can be seen that, the learning system in Indonesia is not only concerned with scientific proficiency but also on the development of the character of students, as stated in Law No. 20, 2003 concerning the National Education System

article 3 stated that National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

In this discussion, the researcher focuses on the side of art lessons, this is based on the fact that art can safely manifest children's feelings. Eki (2015) on kindergartens in Gorontalo states the benefits of social emotional learning in art activities that children are able to cooperate, be disciplined, confident, and independent to reach 85% capable criteria. It appears that children's social emotional development can be supported by art education so that it needs further attention. The existence of a correlation between social emotional and art certainly has a good effect, as in the research of Situmorang & Desiningrum (2020) which shows that the higher the emotional, the better the stress coping used. Children learn to manage their emotions and understand that they can express and manage negative and happy emotions through positive activities (Seefeldt in Bailey et al., 2013). Based on the definition It can be concluded that with art learning efforts are able to touch the child's emotional realm so that the five competencies of SEL can be achieved.

Themed with the explanation above, it can also be seen two similarities of the goals to be achieved from learning art and CELL that is, social-emotional stability. This research position seeks to conceptualize the process of learning art as a program Social Emotional Learning to improve children's abilities in accordance with the five SEL competency discussions contained in (casel, 2020) that is: self-awareness, self-management, social-awareness, relationship-skills, and responsible decision-making.

Research on Social Emotional There are still not many art lessons in Indonesia, but there can be found some previous studies that discuss emotional intelligence in arts and culture lessons, simply positioned the theory of emotional intelligence is the initial benchmark for the development of competence Social Emotional Learning "Initially, SEL was an expansion of Goleman's concept of emotional intelligence and the concept of social intelligence" (Purna, 2016), here is previous research:

Lita & Assegaf (2018) The result of this study is that children can channel their emotions through art activities, in the form of good and bad emotions. A child's social-emotional development can be influenced through fine arts lessons. It seems that children are happy and enthusiastic during art learning. Children are very confident in presenting their own work, they also seem responsible and consistent in carrying out their work, proud of their own work and learn to appreciate the work of their friends. Aprilia et al., (2019) This study concluded that in the Arts, Culture and Crafts subjects, dance material that was intervened with an explicit teaching-learning model had a positive effect on changes in students, specifically on emotional intelligence. Dance lessons that direct students to group practice activities build students' ability to develop kinship with other friends, manage their own emotions and stimulate themselves. Kupana (2015) In this study, it can be concluded that music learning and social emotional learning complement each other in the training process. Activities such as improvisation, collective play and singing, defining emotions related to music have a positive effect on social-emotional learning.

The difference between this study and the three literature above lies in the art media used, previous studies only used specific to one type of art, but this study used three fields of art, including music, dance, and art so that it was included in the study of art learning. Through this paper, researchers also want to explain the concept of art learning towards the achievement of students' emotional competence so that art lessons can be used as a social emotional learning program to realize the golden Indonesia 2045 in accordance with the ideals and expectations of the nation today. The results obtained in this study are expected to bring novelty regarding the improvement of social emotional competence in terms of the concept of art learning, social emotional learning, and elaboration of the relationship between social emotional learning

through art. The question that can be asked in this study is, how is the concept of the art learning process so that it can be used as a social emotional learning program to improve the social emotional competence of students?

Methodology

This study uses a qualitative paradigm with an approach Literature Review/Literature Research. Cooper (2022) Literature review or Literature Review can intend for a variety of purposes, by taking a new perspective in analyzing literature, aiming to bridge between related topics. Where a concept is studied and criticized, then convey the ideas or findings contained in the literature and formulate theories and methodologies for certain topics.



Figure 1. Literature Review Key Elements

This literature review approach utilizes five key elements (Figure 1) including: (1) search, (2) assessment, (3) synthesis, (4) analysis, and (5) presentation (Papaioannou et al., 2016). All elements were combined to produce elaboration and a complete set of narratives and concepts. A search was conducted through Google Scholar as a platform and database of research results involving several keywords including: (1) social emotional learning, and (2) art learning for children. The concepts pursued in this writing consider previous art learning concepts analyzed, art learning that affects emotional intelligence, five competencies Social Emotional Learning which is found on Framework CASEL, and constructing a new concept by looking at the possibility that art learning can be used as a SEL program to improve competencies Social Emotional Learners.

Result and Discussion

From the search through Google Scholar page, previous studies on art learning and social emotional learning were found. However, only eight studies were involved as relevant studies that are inclusive with this study including the following (see table 1).

Analysis of The Concept of Art Learning

It can be said that art learning departs from two syllables that can be separated so that they contain their respective meanings, both words can be explained as follows:

Gagne and Briggs in Nurdyansyah & Fahyuni (2016) described learning as the power of teachers, trainers and students to support students to learn easily. Then Nazarudin defined that learning is a transition of events, or activities that are considered with the aim of supporting or facilitating activities to achieve teaching-learning goals (Nazaruddin & Tumiye, 2022). So it can be concluded that learning is a method that someone does with the aim of directing someone else to achieve certain expected goals. Affirmed through the National Education System Law No. 20 of 2003 which explains that, learning is an assistance provided by educators so that it can be a process of acquiring knowledge and knowledge, mastering skills and habits. As well as the formation of attitudes and beliefs of learners. Next is Art, (Sumardjo, 2000) interpreting art as a science, parallels Parker's idea that art is an expression, an end, a feeling that is not just a practical goal.

Table 1. The results of the analysis of relevant previous research literature review

Number	Source	Opinion	Results
1	Kusumastuti (2011)	Art education is more effective when provided from an early age in line with the child's intellectual and emotional development process.	Early childhood social emotional improvement through dance learning can be seen through: (1) the emergence of feelings of pride, (2) having a brave nature, (3) being able to control emotions, (4) being able to hone the fineness of the mind, (5) being able to foster a sense of responsibility, (6) being able to foster a sense of independence, (7) easily interacting with others, (8) having good achievements, (9) being able to develop imagination, and (10) being a creative child.
2	Dazeva & Tarmidi (2013)	Students who participate in extracurricular arts activities have good emotional, social skills, well-being, and self-control.	Students who have the highest social emotional competence are the group that participates in extracurricular activities with prosocial involvement of the performing arts type.
3	Hidayah (2020)	Emotional and social development in young children is influenced by the arts and the environment's encouragement of values and norms as well as community life.	The development of social emotional competence in early childhood can be improved through art so that it can be harmonized with the characteristics of children who like to play while learning so as to eliminate boredom in early childhood.
4	Suci (2019)	Music has a significant and positive effect on children's social emotional well-being.	Music can balance between social emotional, intelligence, and spiritual so that it can provide a comfortable atmosphere and learning environment for students.
5	Rahmi (2020)	Early childhood social emotional development can be defined by various changes related to the ability of children aged 0 to 6 years to establish relationships with themselves and others through art.	Art education is able to develop early childhood social-emotional skills including awareness and appreciation of local and global cultural diversity as the formation of an attitude of respect, tolerance, democracy, being and plural culture.
6	Nafisah et al., (2021)	The development of art-based games challenges children's social-emotional development to be better stimulated after its implementation.	The effectiveness test showed 95.93% of the categories in early childhood social emotional development.
7	Lita & Assegaf (2018)	The development of children's creative imagination and social-emotional skills can be enhanced through art education.	There is a positive correlation between art education and the development of children's creative imagination and social-emotional skills as seen in the learning process where children feel happy and enthusiastic.
8	Agus & Riyadi (2018)	The dances and movements during play develop gross motor skills, and overall these activities improve children's social-emotional well-being.	Children's self-confidence increases as part of social-emotional in line with the creative dance learning treatment.

So that if the two concepts are concluded, a definition can be drawn of art learning as a process or interaction in personal formation by focusing on the basic capabilities of students who include physical, mental, emotional, perceptual, creative, social and aesthetic skills through learning approaches with art, through art, and about art so that students pocket sensory sensitivity, taste, intellect, Artistic ability and creativity are aligned with the interests and talents and possibilities that students have. The statement is also corroborated by the opinions of previous experts, explained by (Jazuli, 2008) that "Art learning is the process of power undertaken by a person to bring about a shift in attitudes and behavior through interaction with artistic emperism and surrounding culture to achieve a specific target." Then Milyartini and Budiwati revealed that "art learning is a systematic effort that allows the creation of a process of educating, teaching and training activities to transmit and develop various values in life, science and technology, as well as the process of developing the ability of students' behavioral skills in order to achieve knowledge intenalization according to the interests and potential of students (Budiwati, D. S. dan Milyartini, 2011).

In general, the task of art education is to develop students' skills to fulfill life, pass on cultural heritage, expand social awareness and as a means to increase knowledge. Therefore, art lessons are very crucial in learning, because art teaching materials are contextual, pluralistic and depend on the school's cultural environment.

Furthermore, let us stand on the concept of art education itself, art education must meet the intrinsic interests of humans to develop reasonably and scientifically based on the abilities of each individual. Therefore, the position of art education plays an essential role in efforts to develop emotional intelligence (EQ) and intellectual intelligence (IQ) and is a form of education that can balance between intellectual needs and one's sensitivity in the process of life (Yulaelawati, 2001). Research shows that art has a great impact on children's emotional mood. Art is able to express a child's emotions and feelings through safe methods. Children learn to manage their emotions as well as know that they can express and manage negative and happy emotions through positive actions (Seefeldt, 2008)

As is known, that art lessons are very complex in which are integrated from three elements, namely appearance, motion, and sound. Thus it can be understood, the learning process is very varied between the four. Reflecting again on the basic idea of art education expressed by Jazuli that art education has mental (moral) dimensions, study and synthesis, so as to support emotional and intellectual intelligence, respect for pluralism and cultural universality, which can foster imagination, encouragement and harmony of students to face or respond to various situations of socio-cultural phenomena that arise (Jazuli, 2005). There have also been many studies that state that art learning is very influential on the emotional intelligence of students.

According to Lansing, art plays a very crucial role: the philosophical needs of human education, the basic experience of education, the way of interacting with others and their cultural environment, to develop behavior, determine or provide opportunities for other intelligences (Lansing, 1990). Through group learning is required to work together, understand others. Furthermore, in research conducted by Lita and Abdurrahman Assegaf in 2018, it was found that fine arts education makes children feel free to express/channel all their images or ideas using different art media. Able to channel their emotions through artistic activities, both positive and negative Furthermore, Lita explained some of the achievements of the child's social-emotional development process after learning fine arts: children feel happy, have confidence, independence, responsibility (Lita & Assegaf, 2018). On the other hand, dance learning found research by Revi Aprilia et al in 2019 which stated that dance education will be very successful for children from an early age, especially in elementary school, where this activity is in accordance with systematic intellectual and emotional changes. Learning dance is not just training students in dance forms in general and ends with the performance of works. Many things are considered more crucial in learning dance. In dance learning activities, children are introduced to the conditions of relationships between individuals and the environment, how

to establish relationships with each other with their peers, how to develop ideas and ideas creatively, to how children can collaborate and be responsible in dance production (Aprilia et al., 2019). Harmony can also be found in the field of musical art (KÜPANA, 2015) The musical experience develops emotional intelligence by means of acquiring skills related to accurate perception, judgment and expression of emotions, generating and accessing emotions that facilitate to express and think, understanding emotions and information related to emotions, controlling emotions that lead to emotional and intellectual development while these experiences develop social intelligence by means of empathy acquisition, social cognition, social interaction, self-presentation and caring skills. Therefore, musical training has an important role to acquire social and emotional competence. Art education has the concept of being able to process a child's emotions because it can process all forms of activities and flavors of beauty that are contained in the activities of expression, exploration, creation, and appreciation (Kusumastuti, 2011). The right age for art education in children is during the Golden Age, which focuses on the range of 1 to 6 years. (Rahmi, 2020; Uce, 2017).

Social Emotional Learning Analysis

SEL is the process of a person practicing to interpret, understand, manage emotions, have concern for others, be able to make decisions, behave ethically and responsibly, build positive interactions, and not engage in bad behavior (Elias in Duckworth & Yeager, 2015). Initially, SEL was the result of an expansion of Goleman's concepts of emotional intelligence and social intelligence (Purna, 2016). Goleman on writing in Elias in Duckworth & Yeager (2015) states emotional intelligence is built from 5 parts of intelligence, including, 1) Self-awareness: knowing the feeling (consciousness) of being in a real-life situation 2) Managing Emotion: to manage emotions in order to achieve emotional stability that does not arise or disappear just like that 3) Self-motivation: encouragement, leading to the intended intent and knowing how to direct emotions to the expected result 4) empathy and perspective-taking: have empathy and know emotions and be able to interpret other people's perspectives, 5) Social skills, the ability to maintain interaction in the fabric of society. These five areas of social intelligence are key opportunities that can be improved, practiced, and strengthened in social-emotional learning.

Through the development of these five skills produce various absolute traits and other social skills. These various skills are superior character traits needed by children in all aspects of their lives to achieve a peaceful and prosperous life in a community environment. The Collaborative for Academic, Social and Emotional Learning (CASEL) developed these forms as components of SEL. The components of SEL (Figure 2) are as follows: Self-awareness, self-management, responsible decision making, social awareness, and relationship skills (casel, 2020).

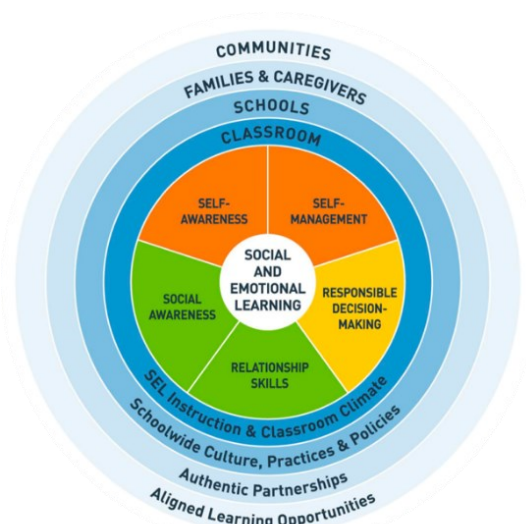


Figure 2. CASEL'S SEL Framework

Furthermore, the 5 dimensions of competence can be described as follows: Self-Awareness: The ability to understand one's feelings, thoughts, and values and how they affect behavior in different contexts. These include the ability to recognize one's strengths and weaknesses with strong self-awareness and purpose, such as: Personal and social identity connections, recognizing personal, cultural, and language preferences, showing one's own feelings showing sincerity and credibility, intertwining feelings, values, and thoughts, exploring biases and prejudices, experiencing self-efficacy, developing a mindset of self-growth interests and goals

Self-Management: the ability to effectively control emotions, thoughts, and behaviors in a variety of situations and achieve goals and desires. This includes the ability to delay gratification, manage stress and feel the drive and willingness to achieve individual/shared goals such as: Dealing with emotions, recognizing and applying stress management strategies, demonstrating self-discipline and self-motivation, setting personal and collective goals, using planning and organizational skills, demonstrating initiative, demonstrating personal and collective will.

Social Awareness: The ability to recognize various perspectives and a sense of empathy towards people around them, both people who come from different backgrounds, cultures, and contexts. It also includes the ability to empathize with others, recognize broader historical and social norms of behavior in various settings, and identify the origin of family, school, and community resources and support, such as: capturing various perspectives of others, acknowledging the strengths of others, showing compassion and empathy, showing affection for the feelings of others, understanding and expressing gratitude, recognize different social norms, including unfair ones, recognize the demands and opportunities of situations, understand organizations/organizational influence systems

Relationship Skills: The ability to form and maintain good bonds and support and navigate efficiently with diverse individuals and community groups. It also includes the ability to communicate purposefully and clearly, listen actively, collaborate, solve problems together and build conflict, navigate in environments with diverse socio-cultural requirements and opportunities, take leadership and seek or offer assistance when needed, such as: Communicate efficiently, develop positive social relationships, demonstrate cultural skills, practice teamwork and resolution Cooperative problems, solve problems positively and healthily, withstand the negated uproar of the social environment, demonstrate the ability to lead groups, seek or offer support and help when needed, defend the rights of others.

Responsible Decision-Making: the ability to make careful and constructive decisions about personal behavior and social relationships in different situations. These include the ability to consider ethical standards and safety issues, and to evaluate the benefits and consequences of different actions for personal, social and collective well-being, such as: Demonstrate curiosity and openness, find solutions to personal and social problems, learn to take reasoned decisions after analyzing data, information and facts, anticipate and evaluate the consequences of his actions, recognize the usefulness of critical thinking both in school and outside of school, considering one's task in improving personal, family and community well-being, assessing personal, interpersonal, community and institutional effects.

SEL can be developed through personal interaction and experience or they can be taught in a measured and comprehensive manner. Currently, SEL programs have been developed in various countries to solve problems related to children's social-emotional development. Each country has its own way of developing this SEL program. In Australia using the You Can Do It! Early Childhood Education Programme to advance learners' social and emotional skills that are proven and applicable to all students from all backgrounds. Later in Hong Kong, Chi-Ming in Gershon & Pellitteri (2018) developed a SEL module that points to the PATHS Program developed by Greenberg and Kusche. The SEL program is school-based and introduces emotional knowledge, emotion regulation, and problem-solving skills. The PATHS model is related to basic research in developmental science and focuses on interpersonal problems that

have a significant impact on the social behavior of learners. So it does not rule out the possibility that social emotional learning programs can also be developed in Indonesia which are certainly adapted to conditions, as well as Indonesian educational background. These aspects are certainly relevant to purposeful social-emotional learning in art education will enrich the student's personal relationship with art, where the relationship built between educator and learner will foster a caring environment necessary to help build the correlation between school and empathy. It also results in a greater sense of autonomy based on emotional vocabulary, artistic creation, and self-awareness in children.

Analysis Findings

After the 2 concepts are analyzed, there are findings that will later become a reference to the consideration that art lessons can be a program to improve competence Social Emotional Learners. This is based on the fact that art learning has dimensions of thinking, studying and synthesis, so that it can support emotional and intellectual intelligence, appreciate cultural and universe diversity, can foster imagination, encouragement and harmony of children to face various challenges to socio-cultural phenomena that stick out to the surface (Jazuli in Putraningsih, 2020). This is certainly relevant to the statement Lownfeld dalam Kusumastuti (2011) that art education plays a role in developing basic human abilities such as physical, perceptual, intellectual, emotional, social, creativity, and aesthetics. Thus, art education can foster awareness and ability to appreciate local and global cultural diversity as the formation of an attitude of respect, tolerance, democracy, civilization, and living in harmony in a pluralistic society and culture as an integral part of social emotional learning for children in the future.

In relation to the CASEL Framework, social-emotional learning through art education can improve children's self-awareness skills that can understand emotions. Group learning in art education can lead students to increase solidarity, tolerant attitudes, and social communication so that it can lead to relationship-skills in children. Art learning which is also based on local culture also shapes children to be wise and wise in making choices including making behavioral attitudes and interactions by absorbing values from culture, this is certainly related to the competence of responsible decision-making. The last is self-control which can be nurtured and developed by learning the art of well-being where children can manage emotions, thoughts, and behaviors which can then be channeled through creative arts so that children can achieve self-management competencies.

When juxtaposed with art education, the CASEL Framework has a correlation with *tri-silas* values including *silih asih* based on empathy, *silih asah* based on enthusiasm, and *silih asuh* based on respect. (Rosala et al., 2021). The *tri-silas* are values that can encourage development in social emotional learning through art education. With art, children are able to pour emotionally through art activities to create and appreciate the work of their friends, besides that it must also be supported by an explicit teaching-learning model that can affect emotional intelligence, and children who do art activities are able to define emotions that have an impact on positive social emotional learning. (Aprilia et al., 2019; Kupana, 2015; Lita & Assegaf, 2018).

Conclusion

The concept of art education aims to cultivate children's emotions to be able to do activities and exercise a sense of beauty contained in the elements of art. The aspects involved in the CASEL Framework have a correlation between directed social-emotional learning in art education to enrich students' personal relationship with art. Social-emotional learning becomes a method of developing children's emotional world to achieve social-emotional stability skills. Consisting of five outcomes in the CASEL Framework, having a *tri-silas* relationship with art education seeks to encourage the development of social emotional learning. So that social emotional learning through art education can foster awareness and appreciation abilities to respect, tolerant, democratic, civilized, and harmony in society as an affection in children that can be applied in the future.

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